

**Great and Little Shelford CE (A) Primary School
Full Governing Board Meeting
10 March 2022, 19.30, via Zoom**

DRAFT MINUTES

Present	In Attendance
Anna Caroe (AC – Chair)	Julia Alderson (JA)
Liz Jenkin (LJ – Vice-Chair)	Laura Humphreys (LH – Clerk)
Stephanie Bachewich (SB)	
Liz Carrothers (LC)	
Frances Dye (FD)	Apologies
Peter Ede (PE)	Christopher Hallebro (CH)
Chris Grey (CG - headteacher)	Simon Scott (SS)
Maria Lazarus (ML)	
Gillian Scahill (GS)	
Polly Stanton (PS)	

1. Welcome

LJ opened the meeting with a prayer.

2. Apologies for Absence

Apologies were received, and accepted, from CH and SS.

3. Declarations of Interest

AC updated the Governors that she has taken a role as chair of Governors at Foxton School, as part of her role as a Local Leader of Governance. Experience gained from this role will also benefit Shelford School. AC has completed a Pecuniary Interests form.

4. Minutes of the previous meeting

Minutes of the previous meeting (27 January 2022) were approved.

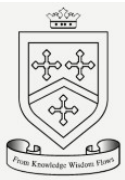
5. Matters arising – update on action list

Actions from December 2021 meeting

- Action – AC to draft definition of Governor Monitoring role – see Item 6b.
- Action: CG to review and update mobile phone policy – see Item 11.
- Action - LH to investigate LA training certificates. DONE - LH confirmed that certificates are available to new Governors who have completed certain training within a 2 year timeframe.

Actions from January 2022 meeting

- Action: CG to provide Governors with safeguarding training, via recorded film – *in progress*.



- Action - AC to edit first paragraph of SIF and finalise. DONE – AC has sent this document to the LA and Diocese.
- Action – AC to update Link Governor document. DONE.
- Action: CG/PS to arrange for SSSF to pay for 50% of play therapist. DONE - CG to check details with Clare Ward and confirm with PS.
- Action: FD and PS to share contacts for play therapy with CG. DONE – FD has shared music therapy contacts.
- Action: Governor volunteer to carry out annual website compliance review to contact AC. DONE – PS agreed to take this role.
- Action: SB to talk to PTA chair re possible support from GSFC. DONE - SB confirmed she had passed on this offer, there were no immediate ideas but the PTA will come back to this.

6. Chair's Business

a) Governor Development Plan

AC referred to the document which had been circulated in advance.

b) Governor Accountability / Monitoring role and activity update

The activity log was noted.

AC referred Governors to the draft role description document, which had been taken from The Key, all agreed this was a good starting point. PE commented that 3 meetings per year may be optimistic, and it was agreed that visit frequency is subject-specific and would also be related to the School Improvement Plan. It was also noted that many of the teachers lead in 2 or 3 subjects thus 3 visits per subject would be a significant time impact for staff. It was suggested that the time allocation for a visit be set in advance. PS suggested having a talk from staff (e.g. VIPERS approach for literacy, STEPS approach for behaviour) prior to visiting the school to help Governors identify new approaches in action. Presenting at a FGB meeting could also be good leadership development for staff members.

Draft Leaders' summary of accountability at Shelford School document – AC referred to her outline document which aims to summarise all the scheduled visits that take place during the year. LJ volunteered to take on Music if SS does not have time.

Action: AC to review and update Monitoring at Shelford document

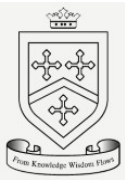
Action: AC and CG to review Leaders' summary of accountability document

c) Behaviour monitoring

AC reminded Governors that behaviour and learning behaviour is part of the SDP and therefore it would be good for the Governing Board to undertake behaviour monitoring. CG updated that that afternoon he had been on a learning walk with Sue Blyth (School Improvement Advisor) and that he will be implementing various strategies around 'the characteristics of effective learning', for example during collective worship, in-class activities and also tied to the reward system. These strategies will be will monitored through talking to the children and looking for evidence in the learning environment.

PS and GS agreed to take on the monitoring behaviour role.

Action: PS and GS to coordinate with CG re behaviour monitoring role



d) Clerk recruitment

AC reported she had had a number of conversations with potential Clerks but the cost was prohibitory. AC has one further option to discuss with the Local Governance team. It was also agreed to advertise the role via direct email to the parent body and follow up with messages via class reps/Classlist and via the local Churches.

Action: AC and LH to follow up on replacement Clerk

7. Headteacher's Business

a) Headteacher's Report

CG highlighted the following key points from his report (which had been circulated in advance):

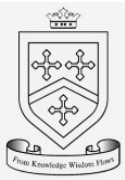
- There are minor changes in pupil numbers. Two recent appeals have not been upheld.
- There are 39 first choice applications for reception entry in 2022.
- Regarding staffing, the SENDCo is leaving and a replacement has been identified. One part time year 4 teacher will be leaving, exact date to be confirmed, an advert is currently live for this position.
- There are several (18) Covid cases amongst pupils but no staff at the current time.
- Positive Choices Week has been held in school recently and also included an email to parents with suggestions for questions and activities at home. A Positive Choice Award was created which is likely to become a weekly award.
- Two pupils currently have time with a Play Therapist and staff have been trained in Lego Therapy. A partnership with PAT Dogs has started and there will be regular visits from three PAT dog volunteers.
- Safeguarding - the Single Central Record has been audited (see Item 10) and the Designated Safety Leads have completed training recently.
- The summary of attainment and progress was highlighted, statutory assessment results were noted. CG commented that progress in maths and writing were most affected by the Covid lockdowns. Staff are looking at ways to raise these subjects to the levels that would be expected.
- Curriculum monitoring visits were noted (see Item 8).
- A return to parent helpers (reading, baking etc) is currently being discussed. Noted that DBS checked would need to be re-launched.
- Community and enrichment events were noted.

b) School Development Plan

CG referred Governors to the School Development Plan which had been circulated in advance with colour coded updates on progress. CG gave an overview of progress.

Regarding Target 1 (Live out the school's Anglican vision through partnership within and beyond the school) - Foundation Governors agreed to arrange visits during the summer term to observe collective worship.

Regarding Target 4 (Use and implement research and collaboration to promoting learning behaviours) – AC commented that many of the points which had not started yet were around pupil voice, and asked CG how this will be captured. CG responded that this would be primarily via the School Council, although this had not met for some time. As meeting space can be a factor, it was suggested that the St Mary's Community Room may be a suitable venue.



c) Website compliance

From now on PS will be involved in a termly review of the website.

8. Monitoring visits

AC thanked staff and Governors for their time carrying out monitoring visits and referred Governors to the four reports which had been circulated in advance – Science, Literacy, SEND and Wellbeing.

Regarding the wellbeing report, Governors welcomed the introduction of PAT dogs and noted the Positive Choices week, as discussed under Item 7a. ML queried whether there is time for staff and pupils to reflect on wellbeing activities. JA commented that this will be considered by staff and that there will be a pupil survey when the time is right. AC (wellbeing link Governor) agreed to feedback on this point at the next meeting.

Action: AC to feedback at next FGB on staff/pupil time for reflection following wellbeing activities

9. Standing Item – communications working group

LC updated that there had been no meetings since the last FGB. She commented that an issue with downloading the school newsletter had been fixed. It was also apparent that quite a few parents were not reading the newsletter (instead relying on WhatsApp groups) and it should be noted that a lot of work goes into the weekly newsletter and this is a key resource for all school information.

10. Standing item – safeguarding

LJ reported that she and CG have been through the SCR audit tool. A few tweaks were identified which have been addressed. Some actions have been set for the next visit (and a date has been set).

11. Standing item – policy update and policies for approval

Mobile devices policy – CG updated that this has been re-written following feedback. In response to a question, CG confirmed that this policy will be included in the staff code of conduct and that it will be on display in the office for visitors/contractors.

Governors approved the policy.

12. Standing item – Governor Professional Development

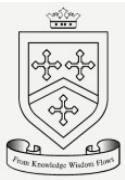
AC referred to the Training Log and thanked Governors for continuing to update this (see Summary since previous meeting at Annex 1). LJ will attend the Governor Conference and there is one more funded place available if any other Governor would like to attend. CH has attended Ofsted training and AC and LJ are booked to attend this course at a future date.

13. Standing item – teacher and head teacher wellbeing

AC referred to the wellbeing monitoring report and discussion (Item 8).

14. Rainbow / Wacky Liaison

PS referred to the minutes from the Rainbow/Wacky Building Project meeting which had taken place on 2nd March, and had been circulated in advance. Regarding replacement of the



building, PS updated that the meeting had heard some encouraging updates. There had been a useful conversation with a contact at the Local Authority; some ideas for a community approach to funding; and LC has a meeting scheduled to discuss the capital funding system for voluntary aided schools (School Condition Allocation – SCA(VA)).

Governors discussed whether the school should run Rainbow pre-school under the school umbrella (noting that the Wacky after school club would continue to operate through contract with Cambridge Kids Club). Governors agreed that this option seems the best approach in order to retain the onsite pre-school and ensure it thrives. There was a question over whether this would include provision for 2 year olds, and if not, whether this would negatively impact numbers of children. The school would have legal accountability and it was confirmed that the plan would be for staff to be TUPE transferred across to the school. CG will be discussing further details with the Head of Rainbow. It was also advised that EPM are involved and that time for staff consultation is factored into the plans. The status of the school as a Voluntary Aided Church of England School was raised and it was agreed it would be important for the pre-school vision to align with this.

PS proposed that discussions continue with the view of the school taking over the governance and running of Rainbow pre-school and providing space for the after school club, via an external provider. PE seconded this proposal. All Governors were in favour. There were no abstentions.

Action: PS and working group to move forward with plans for the school to take over the running of the pre-school, and associated fundraising for the new building.

15. PTA

SB updated that the PTA met last week and fundraising currently stands at around £10k. Current fundraising activities are a tea towel, an ongoing wish list of books on Amazon and a second hand uniform sale. The Secretary and Treasurer are due to step down at the end of the year.

16. School Council

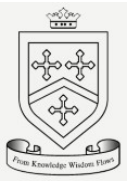
The School Council is due to have its first meeting shortly, and this will be the last meeting with the current school reps and elections will be held soon. One recent change was to utilise the School Council meetings to get pupil feedback, e.g. on collective worship, which will feed into SDP. Other areas to seek pupil feedback are currently being considered.

17. AOB

- Date of next meeting – 28th April – the will be held in person in the school hall.
- Village news (April edition) – SS (in hand)
- PS raised whether the school should have an item in memory of ex-head teacher Ken Starling who had recently passed away. CG agreed to think through options that would work well in school. PS will contact the family to check they would be happy with this.

Action: PS and CG to follow up on Ken Starling remembrance gift

- Regarding the recent parish meeting, PE asked whether the school had submitted a report, AC confirmed that this had happened.
- PS mentioned she had spoken to Anthony Browne MP regarding the situation with the Rainbow/Wacky building.
- CG thanked Governors for their time monitoring and working with the subject leaders.

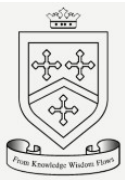


Draft for circulation

The meeting closed with The Grace at 21.05

Signed as a true record.....Date.....

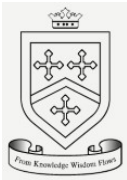
Chair



ANNEX 1 Governor training and impact – since previous meeting (January 2022)

Name	Date	Spring Term Governors' Briefing
Liz Jenkin	31st Jan 22	<p>• Decisions about meetings and governor monitoring remain at a local decision making level – meaning that Headteachers and Chairs of Governors can decide whether these can go ahead in person, based upon school-specific context and the school's Risk Assessment.</p> <p>• Where it is decided not to go ahead in person – governor monitoring must still be undertaken virtually and on a regular basis, in order to demonstrate governors approach towards rigour and accountability</p> <p>A question was asked about how often Governor Safeguarding training needs to be updated - in full (?) every 3 years SEND review is still awaited.</p> <p>Role of SACRE (Standing Advisory Council for Religious Education) explained.</p> <ul style="list-style-type: none"> • Each LA has to have a SACRE, made up of 4 committees • A new syllabus needs to be considered every 5 years <p>A report on the quality of the RE curriculums taught in schools is due. As a VA school it is SIAMS, not OFSTED that will inspect our RE. Importance of RE curriculum reflecting school and local community stressed. Aims of RE outlined, and its role in exploring profound and difficult questions, along with reiteration of fact that RE and CW must not be conflated. Right to withdraw explained. This presentation will make a good basis for forthcoming RE monitoring visit.</p> <p>PSHE results of the Health Related Behaviour Survey presented. Historically, Shelford has not participated in this survey, and only one other cluster school takes part, although Sawston Village College does. It was not therefore possible to compare data.</p>

Name	Date	University of Cambridge Faculty of Divinity What does good RE look like? Dr Richard Kueh, HMI Schools and Subject Lead RE OFSTED
Liz Jenkin	8th March 2022	<p>Webinar Keynote Presentation followed by Q&A from a variety of stakeholders. (NB Our RE inspection will form part of SIAMS, not OFSTED) OFSTED is not about judging lessons or teachers, but scope and rigour. Main points: 5 factors</p> <p>Selectivity</p> <p>In the main Christian, but not exclusively. Inclusiveness can overload and give stereotypical overviews. 'Collectively enough...cumulatively sufficient' - we can't teach everything. Curriculum a journey. Understanding e.g. non-practising Catholics, cultural Muslims, holding Christian values but non-churchgoing</p> <p>Scholarliness</p> <p>How might this be valued in RE teaching? If ignorance and fear obstacles, HE knowledge percolating down to pupils. What do we plan for children to know how widespread / accurate facts are? 'Why' Qs different from 'How' Qs. Misconceptions can unwittingly be taught. e.g science =facts,</p>



RE=opinions. Morally displeasing attitudes may have to be included. Age appropriate and modified curriculum provides bridges.

Sequencing

Antecedence, esp. helpful for sensitive and controversial issues. Holocaust, terrorism - cultural context

Reflectiveness

Personal knowledge - relationship between pupils and subject matter. Everyone has lenses. Key place for pupils to explore their own beliefs

Support

Teaching standards - secure subject knowledge, foster interest, challenge misconceptions. Generic support can be problematic.